

“TIP-EX” AS AN EDUCATIONAL AND TRAINING MODEL TO ENHANCE THE QUALITY OF EDUCATORS IN THE ERA OF GLOBAL COMPETITION

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Abstract

The era of global competition and information openness has entered various sectors in Indonesia, including the sector of education. Unfortunately, Indonesia still faces some problems such as lacking the minimal standard of educational service, low teacher's competence, the mapping of poor education quality, and the frauds done by teachers in order to buy achievement (position, rank, and certification). Indonesia should have taken a stand in facing the global competition era by establishing and applying some educational and training programs, which focus on enhancing education and human resource quality. This is a literature study using qualitative approach. It was done by considering and analyzing existing problems based on the already existing literature. Solutions from various different literature reviews were combined to be a system plan or an innovative model, which is useful to solve the existing educational problems. Based on the search, analysis, and conclusion drawing results, a model of education and training called TIP-EX was established. TIP-EX is a model which combines or integrates the application of three important elements, namely Thematic Curriculum (TI), Proficiency (P), and Experiential Learning (EX). This model accommodates the competence in terms of global knowledge, technology mastery, and character education whose role is important and functions as the added value to face the era of global teacher competition. If TIP-EX model for education and training is put into practice, then, it is necessary to form ASEAN Educational and Training Board for Educators (AETBE). AETBE will function as the council of educational quality assurance at ASEAN level. The establishment of TIP-EX model is expected to be able to enhance the quality of educators or create professional and reliable educators who have good characters.

Keywords: *global competition, quality of education, TIP-EX education and training.*

1. Introduction

The era of global competition and information openness has entered various sectors, including the sector of education, of a country. The global competition era as global effect of globalization has caused the world be united and bound. The boundaries of a country have disappeared and been ignored as the globalization current requires the existence of free market labor among countries. It has created the openness of free market labor through the establishment of ASEAN Economic Community. Indonesia as a united independent country is regardless impacted by it.

The implementation of ASEAN Economic Community encourages the entry of foreign educators into Indonesia and vice versa. This indication was implicitly read by Minister of Labor and Human Resources, Hanif Dhakiri. He stated that he would narrow the regulation of foreign labor in Indonesia by not allowing

foreign religion teachers to work in Indonesia (Hanif Dhakiri, 2014) [1]. Implicitly, it is concluded that foreign teachers of non religion majors can still work in Indonesia.

The era of global competition has influenced the education sector in Indonesia to enter the zone of educational internalization. It can be manifested through four identified lines or ways to sell or buy services in educational sector. These are based on the trade system of WTO (World Trade Organization) which consist of (1) cross border supply (long distance education), (2) consumption abroad (getting consumers from other countries), (3) movement of natural persons (recruiting educators from other countries, and (4) mode commercial presence (building partnership with foreign educational institutions, opening subsidiaries, or twinning arrangement with local educational institutions (Wirosuhardjo, 2015, p.47) [2].

Related to the issue, Indonesia's government through the Ministry of Education and Culture has set some restrictions. Permendikbud Nomor 31 Tahun 2014 states that Satuan Pendidikan Kerja Sama (SPK) or international schools must seek partnerships with other foreign educational institutions or Lembaga Pendidikan Asing (LPA) of the same level which are accredited by the government in the countries. Ditjen PAUDNI has issued the clearance of 123 SPK. This clearance was given to 67 ex international schools and 25 national plus schools which applied for the clearance adjustment until the late of November 2014 (Kemendikbud, 2015) [3]. Ideally, the increasing number of international schools organizing education in Indonesia encourages the higher needs of globally qualified educators.

Indonesia should cope with and face the competition of globally qualified educators. This could be done by establishing some training and educational programs for teachers which focus on accelerating the boost of education and educators quality. These programs are expected to produce graduates which have best quality and global competition potency. Besides, these programs can also become the tools for adjusting the low quality of educators in some areas of Indonesia to the expected quality of educators that all educators may have been globally competent and qualified.

In fact, nowadays the competition level of human resources in Indonesia is still low. Some reports released by several international institutions describe this condition. First, the Global Talent Competitiveness Index 2014 reported that Indonesia's level of competition was the 86th of 93 surveyed countries. Other ASEAN countries occupy the higher levels such as Singapore (2nd), Malaysia (35th), the Philippines (54th), Thailand (61st), and Vietnam (75th) (Lanvin, B., & Evans, P, 2014, pp 26-27) [4]. Second, the World Economic Forum reported in its Global Competitiveness Report of 2015-2016 that the competition power index of Indonesia was on the 37th level of 140 countries being evaluated. In the scope of ASEAN itself, Indonesia's level was still lower than the other three closest neighboring countries (World Economic Forum, 2015) [5]. It was reported that Singapore was on the 2nd, Malaysia was on the 18th, and Thailand was on the 32nd level.

In educational sector, there are still many weaknesses indicated in Indonesia. The Minister of Education and Culture, Anies Baswedan (2014) [6], highlighted some issues related to the problem. These include, first, 75% of schools in Indonesia does not achieve the minimal

educational standard service. Second, the average of educator's competence was only 44.5, whereas the minimal competence standard was 75. Third, according to The Learning Curve, the educational quality of Indonesia occupied the level of 40 of 40 countries based on its mapping. Fourth, based on the mapping of higher level education, Indonesia was on the level of 49 of 50 surveyed countries. Fifth, according to the Program for International Study Assessment (PISA) 2012, the education in Indonesia was on the level of 64 of 65 countries. Sixth, PISA reported that in 2000, 2003, 2006, 2009, and 2012 the performance trend of Indonesia was often stagnant. Seventh, Indonesia occupied the 103rd level of countries indicated with actions of bribing and illegal collections. These facts strictly hint the needs of finding some integrated solutions like creating innovative and professional educational and training programs, which aim to solve the various problems related to the quality of education in Indonesia.

The process of educational implementation is much influenced by the roles of educators. Educators have important roles in planning, implementing, and evaluating the curriculum being used. They are challenged to develop their competence as the science and technology develop. Besides, the global competition requires them to be professional and certified. Based on these reasons, the educators need to be well prepared in order to cope with the demand of quality.

Indonesia's government has actually made some efforts to develop educators' competence through educational and training programs. Yet, these programs seem not being integrated and continuously done that they do not simultaneously benefit the schools around Indonesia. Besides this problem, the lack of educators' character values influences the quality of teaching and learning at schools. This can be seen through the following examples: (1) the dishonest act of exposing the key answers of the national tests (Ujian Nasional), (2) the acts of bribing and illegal collections, (3) corruptions, and (4) the lack of accountability of schools in reporting their financial transactions. All these things strengthen the stigma of black listing toward the quality of the existing educators.

Essentially, one of the missions of establishing schools is to teach moral virtues (Mondale & Patton, 2001; Mulkey, 1997) [7][8]. Character education as part moral education needs to have its role model at schools setting. For this case, educators truly become the models of performing morality for students. Besides, a global oriented education needs to teach students

of learning the concepts of globalization, technology, and ethics (Shattock, 2007) [9]. The imbalance between the demand of global industry and the output of schools lacking the knowledge of global competition, technology development, and ethics or character practices causes the high level of unemployment. The role of learning strategy and method greatly determines the gap between the needs of industry and the output of education (Shaftel, J. & Shaftel, T. L., 2005) [10].

Because of looking at the problems and challenges faced by educators in the era of global competition, then, the idea of creating a solution model of educational and training programs comes up. This model is called TIP-EX, which purposefully accommodates the competence in terms of global knowledge, technology mastery, as well as character education whose role as the added value is very important to face the educators global competition era.

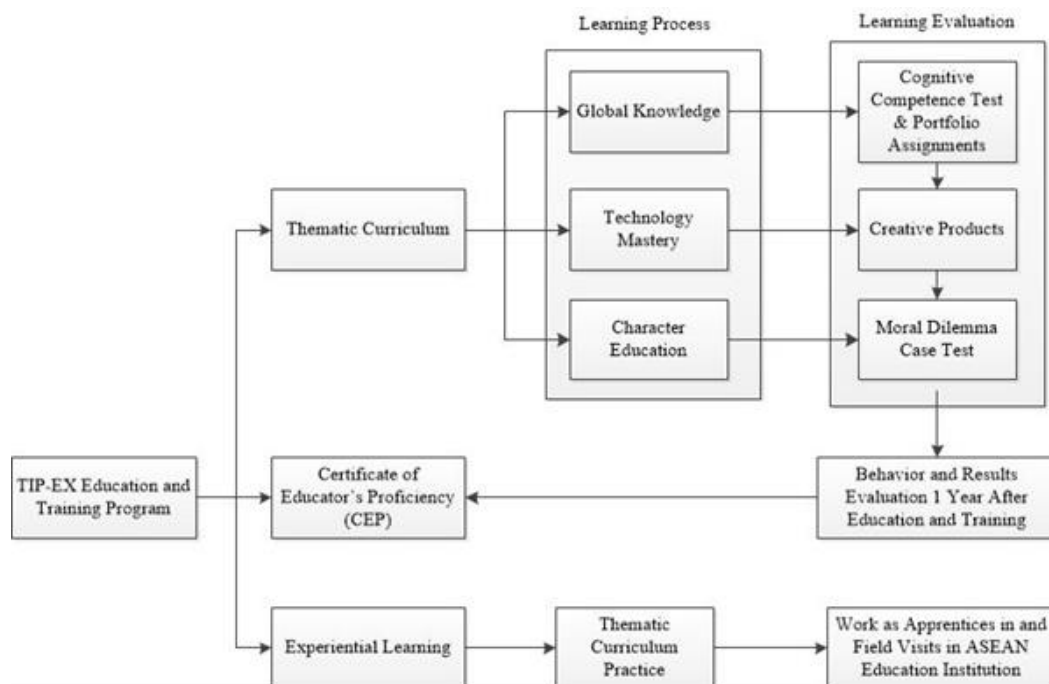
2. Methodology

This study is a literature study using the qualitative approach. It was conducted by considering and analyzing the possible sources of problems in educational sector, and it discovered the ways to solve the problems based on the existing literatures. The solutions were drawn

from a number of literatures and combined to be a system design or an innovative model that is useful to solve the existing educational problems. More deeply, the discussion is supported by some research results or other researchers' opinions. This is in accordance with Creswell (2009, p. 25) [11] who stated, "The literature review accomplishes several purposes. It shares with the reader the result of other studies that are closely related to the on being undertaken." This statement means that the more relevant sources a study has, the more meaningful a study is. On this base, a study may produce a deep analysis of the investigated problem.

3. Results & Discussion

TIP-EX model of educational and training programs is a model that combines and integrates three important elements. They are thematic curriculum (TI), proficiency (P), and experiential learning (EX). Philosophically, the sense of TIP-EX was inspired by the everyday use of a brand of ballpoint eraser called Tipex. TIPEX means to erase the mistakes or weaknesses of something to be something better in the future. The creation of this model is expected to produce educators who are reliable, professional, as well as have good character. The flowchart of TIP-EX model of education and training program is as follows:



The Flowchart of TIP-EX Model

TIP-EX model of educational and training is differentiated based on the levels of education. The differentiation is made up of SD/MI,

SMP/MTS, SMA/MAN, and SMK level; each level has different schedule from the others. The trainers and instructors of this program are

educational experts of ASEAN. They are made up of educational practitioners, professors, and experts from private educational institutions. This training program enables educators from around Indonesia meet one another. It is facilitated with outbound activities and educational and cultural exhibition. The exhibition may include activities as educational discussions, discussions of how to conserve local cultures, meeting educational figures, and local cultural shows. Besides, all the creative products of educators may also be displayed for public. These activities are expected to strengthen the social relationship and build networking among educators. These also may help them share their knowledge to other educators in the sense of togetherness.

The process of the training program uses thematic curriculum. It is a curriculum setting for learning which is held like programs, trainings, and activities giving the participants a wide range of dominant thematic contents (Finch, et al., 1997, p. 7) [12]. This kind of curriculum is an effort to integrate knowledge, skills, values, and learning attitudes as well as creative thoughts using themes (Sutirjo & Sri Istuti Mamik, 2004) [13]. There are some advantages of using the thematic curriculum (Sungkono, 2006) [14]. First, learning becomes more meaningful because it is based on students interests and needs. Second, the learning experiences and activities are relevant to the needs. Third, the results of learning may be more durable because learning is impressive and meaningful. Fourth, learning raises student's social skills such as working together, tolerating others, communicating, and understanding ideas of others.

In the training design for educators, there are three main themes accommodated. These consist of global educational insight, development of learning media based on information technology which supports cooperative learning, and character education. The global educational insight is a study that consists of (1) variety of humanism values; (2) system of economy, politics, global technology, and ecology; (3) global issues and problems; and (4) the history of international contact and dependence among nations, cultures, and countries (Knip, W. M, 1986) [15]. The second theme covers the insight of the relevant information technology to support the learning process and skills making use of the various information technology media for learning. The third theme covers the elements of leadership in educators' character building. Being a leader in this context means becoming an organizational

leader (able to organize a learning process) and a spiritual leader (an individual with special character, who is able to be a model, and who loves his/her teaching profession). These three themes should be designed in such a way that it may become the curriculum suitable to the needs of educators in the era of global competition. Because of this reason, prior to designing the curriculum, it is necessary to hold a focused-group discussion among educational experts from all ASEAN countries.

Proficiency is the focus of TIP-EX model. It is a non Indonesian term used to express high knowledge or skills (translation from <http://kamusbahasainggris.com/>). In this model, the training focuses on the acknowledgement of competence mastered by an educator who has finished taking its process. The participating educators will be assessed based on the results of cognitive competence test, portfolio assignments, creative products, and practices related to the three themes. Special for the theme of characters, the cognitive domain will be assessed through moral dilemma case test.

As the proof that educators have attended the national jamboree of education and training, they will receive the certificate of educator's proficiency (CEP). Yet, this certificate will actually be given after an evaluation done at school in the next year to assess and evaluate the success and the impact of the education and training program. Purposefully, this will be conducted in order to know whether the educators have put into practice what they had learnt and share it with other schools. The CEP will be implemented regionally and become the result of educational institution cooperation among ASEAN countries. It also may become the proof of certifying that an educator has the global teaching competence.

Experiential learning is experience-based learning developed by David Kolb in early 1980s. In experiential learning, experiences play a central role. The word experiential is used to differentiate the cognitive learning theory that emphasizes more on cognitive than the affective domain from the behaviorism learning theory that eliminates the role of subjective experience in learning process (Kolb & Boyatzis, 1999) [16]. Experiential learning does not only give students the insight of knowledge concepts, but also give them concrete experiences or learning by doing for building skills through concrete assignments (Dumiyati, 2015) [17].

The procedure in experiential learning consists of four stages. These stages are made up of (1) concrete experience stage, (2) reflective observation stage, (3) conceptualization stage,

and (4) implementation stage. First, the learning process starts with the concrete experiences that one is experiencing. These are then reflected individually. Second, in the process of reflection, one will try to understand what is happening or what he/she is experiencing. Third, this reflection becomes the conceptualization base or the process of understanding principles underlying the experiences and forecasting the possible application in a new situation or context. The implementation process is a situation or context which enables the implementation of concepts already mastered.

The implementation of experiential learning in the education and training program focuses more on practice experiences of the training materials. The educators are educated to learn by doing or to learn while practicing. To do this, they are facilitated by the trainers and instructors who are the combination of ASEAN educational experts. The trainers and instructors will always relate the learning to learning materials supported by easily understood learning media. In order to give examples about the educational practices in ASEAN countries, they may play videos or other relevant supporting media that show the reality of practices in the field. Besides, the participants will take time to work as apprentices in and do field visits to ASEAN countries which employ qualified educators and have good educational management system. It aims to strengthen and increase the insight level of global educational standard operating procedures, which is used to enhance the quality of educational operations.

To implement TIP-EX model, there are some important steps to consider. First, it takes synergy among some involved components, namely the ministry of education, teacher unions, social community institutions, and educational institutions of ASEAN countries. All the ministries of education in ASEAN as the highest authority are responsible to manage the educational system need to make a grand design about the scheme and flows of TIP-EX model implementation. It may be done by accommodating the suggestions from both government and private educational institutions and the representatives of teacher unions in each country. The educational ministries are expected to cooperate with teacher unions and social community institutions in order to develop and train educators through TIP-EX model. Besides, they are expected to socialize and open the opportunities of cooperation as broad as possible that TIP-EX model could be implemented around ASEAN.

If TIP-EX model is implemented around ASEAN, there is a need of forming ASEAN Educational and Training Board for Educators (AETBE). AETBE will function as the council of educational quality assurance at ASEAN level. The board has the authority to issue the quality standard and proficiency certificate for educators. The purpose of having the quality standard for educators is to build and develop the quality of educational operations in ASEAN. Through this, ASEAN countries may compete and become excellent in the quality of education in the global competition era. The essence of the global competition, specially the ASEAN Economic Community, is togetherness and the unity of spirit to go forward in all life aspects including education in ASEAN.

4. Conclusion

The era of global competition and information openness has entered various sectors of countries, including Indonesia. In educational sector, Indonesia unfortunately still faces some problems such as lacking the minimal standard of educational service, low teachers' competence, the mapping of poor education quality, and the frauds done by teachers in order to buy achievement (position, rank, and certification). Indonesia should have taken a stand in facing the global competition era by establishing and applying some educational and training programs, which focus on enhancing education and human resource quality.

TIP-EX is a model which combines or integrates the application of three important elements, namely Thematic Curriculum (TI), Proficiency (P), and Experiential Learning (EX). This training program enables educators from around Indonesia meet one another. It is facilitated with outbound activities and educational and cultural exhibition. The exhibition may include activities as educational discussions, discussions of how to conserve local cultures, meeting educational figures, and local cultural shows. This model accommodates the competence in terms of global knowledge, technology mastery, and character education whose role is important and functions as the added value to face the era of global teacher competition. The Education Minister and Culture of Indonesia and the education ministries of other ASEAN countries as the highest authority responsible for ASEAN educational system management need to develop a grand design of scheme and flows of TIP-EX model implementation. This could be done by accommodating the recommendations from both

government and private educational institutions and from teacher unions in ASEAN countries.

If TIP-EX model for education and training is implemented, then, it is necessary for the Education Minister and Culture of Indonesia and the education ministries of other ASEAN countries to form ASEAN Educational and Training Board for Educators (AETBE). AETBE will function as the council of educational quality assurance at ASEAN level. The board purposefully will guarantee and periodically evaluate the progress of educational operations in the countries that they may be able to compete in the global competition era. Besides, the board will also be responsible for equating the quality of education in Indonesia and other ASEAN countries.

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